

# Cooley Springs-Fingerville Elementary

140 Cooley Springs School Road  
Chesnee, SC 29323

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	328 Students	
<b>Principal</b>	Denny Landrum	864-592-1211
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mrs. Connie Smith	864-578-0128

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	28	62	10	1

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

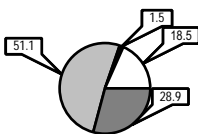
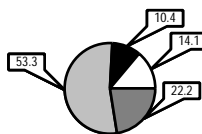
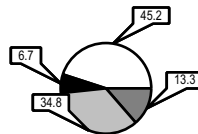
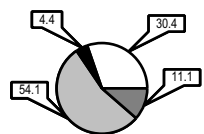
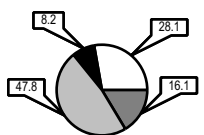
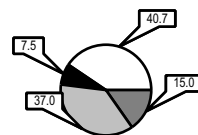
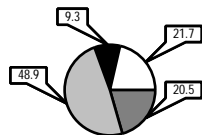
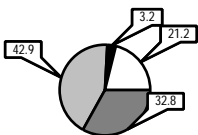
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	142	100.0	18.5	51.1	28.9	1.5	39.3	Yes	Yes
<b>Gender</b>									
Male	83	100.0	21.5	58.2	20.3	0.0	35.4		
Female	59	100.0	14.3	41.1	41.1	3.6	44.6		
<b>Racial/Ethnic Group</b>									
White	114	100.0	18.3	47.7	32.1	1.8	41.3	Yes	Yes
African American	22	100.0	19.0	61.9	19.0	0.0	33.3	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	113	100.0	11.2	55.1	31.8	1.9	44.9		
Disabled	29	100.0	46.4	35.7	17.9	0.0	17.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	140	100.0	18.0	51.1	29.3	1.5	39.8		
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	18.1	50.4	29.9	1.6	40.2		
<b>Socio-Economic Status</b>									
Subsidized meals	99	100.0	26.1	53.3	19.6	1.1	29.3	Yes	Yes
Full-pay meals	43	100.0	2.3	46.5	48.8	2.3	60.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	142	100.0	14.1	53.3	22.2	10.4	54.1	Yes	Yes
<b>Gender</b>									
Male	83	100.0	13.9	55.7	21.5	8.9	51.9		
Female	59	100.0	14.3	50.0	23.2	12.5	57.1		
<b>Racial/Ethnic Group</b>									
White	114	100.0	11.9	49.5	25.7	12.8	58.7	Yes	Yes
African American	22	100.0	19.0	76.2	4.8	0.0	38.1	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	113	100.0	11.2	49.5	26.2	13.1	60.7		
Disabled	29	100.0	25.0	67.9	7.1	0.0	28.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	140	100.0	13.5	53.4	22.6	10.5	54.9		
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	13.4	53.5	22.0	11.0	55.9		
<b>Socio-Economic Status</b>									
Subsidized meals	99	100.0	18.5	57.6	19.6	4.3	48.9	Yes	Yes
Full-pay meals	43	100.0	4.7	44.2	27.9	23.3	65.1		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	142	100.0	45.2	34.8	13.3	6.7	20.0
<b>Gender</b>							
Male	83	100.0	43.0	39.2	11.4	6.3	17.7
Female	59	100.0	48.2	28.6	16.1	7.1	23.2
<b>Racial/Ethnic Group</b>							
White	114	100.0	41.3	33.9	16.5	8.3	24.8
African American	22	100.0	57.1	42.9	0.0	0.0	0.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	113	100.0	38.3	36.4	16.8	8.4	25.2
Disabled	29	100.0	71.4	28.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	140	100.0	44.4	35.3	13.5	6.8	20.3
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	44.1	34.6	14.2	7.1	21.3
<b>Socio-Economic Status</b>							
Subsidized meals	99	100.0	52.2	35.9	10.9	1.1	12.0
Full-pay meals	43	100.0	30.2	32.6	18.6	18.6	37.2

<b>Social Studies</b>							
All Students	142	100.0	30.4	54.1	11.1	4.4	15.6
<b>Gender</b>							
Male	83	100.0	31.6	48.1	15.2	5.1	20.3
Female	59	100.0	28.6	62.5	5.4	3.6	8.9
<b>Racial/Ethnic Group</b>							
White	114	100.0	30.3	52.3	11.9	5.5	17.4
African American	22	100.0	28.6	66.7	4.8	0.0	4.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	113	100.0	24.3	56.1	14.0	5.6	19.6
Disabled	29	100.0	53.6	46.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	140	100.0	30.1	54.1	11.3	4.5	15.8
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	133	100.0	29.1	55.1	11.0	4.7	15.7
<b>Socio-Economic Status</b>							
Subsidized meals	99	100.0	35.9	55.4	7.6	1.1	8.7
Full-pay meals	43	100.0	18.6	51.2	18.6	11.6	30.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	53	100.0	26.4	24.5	34.0	15.1	49.1
	4	54	100.0	14.8	40.7	42.6	1.9	44.4
	5	54	100.0	14.8	51.9	31.5	1.9	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	47	100.0	13.6	45.5	36.4	4.5	40.9
	4	45	100.0	23.8	52.4	23.8	0.0	23.8
	5	50	100.0	18.4	55.1	26.5	0.0	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	53	100.0	9.4	54.7	26.4	9.4	35.8
	4	54	100.0	3.7	57.4	27.8	11.1	38.9
	5	54	100.0	14.8	48.1	27.8	9.3	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	47	100.0	11.4	59.1	18.2	11.4	29.5
	4	45	100.0	14.3	42.9	31.0	11.9	42.9
	5	50	100.0	16.3	57.1	18.4	8.2	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	47	100.0	36.4	47.7	13.6	2.3	15.9
	4	45	100.0	50.0	35.7	4.8	9.5	14.3
	5	50	100.0	49.0	22.4	20.4	8.2	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	47	100.0	22.7	61.4	11.4	4.5	15.9
	4	45	100.0	31.0	57.1	9.5	2.4	11.9
	5	50	100.0	36.7	44.9	12.2	6.1	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 328)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.7%	Up from 0.9%	3.7%	3.0%
Attendance rate	96.1%	Up from 95.7%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.2%	Up from 12.4%	3.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%	Up from 5.0%	3.3%	3.2%
Eligible for gifted and talented	7.8%	Down from 8.1%	10.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Down from 9.5%	8.9%	8.2%
Older than usual for grade	0.3%	Up from 0.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	68.2%	Up from 61.9%	51.3%	52.6%
Continuing contract teachers	90.9%	Up from 90.5%	84.0%	83.3%
Highly qualified teachers	90.5%	Up from 89.5%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 88.9%	87.2%	87.0%
Teacher attendance rate	94.0%	Down from 95.5%	94.7%	95.0%
Average teacher salary	\$44,101	Up 5.0%	\$41,495	\$41,703
Prof. development days/teacher	20.0 days	Up from 14.9 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 21.3 to 1	18.5 to 1	18.8 to 1
Prime instructional time	86.1%	Down from 89.3%	89.1%	89.8%
Dollars spent per pupil*	\$5,777	Up 1.1%	\$6,004	\$6,242
Percent of expenditures for teacher salaries*	61.5%	Down from 62.0%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	95.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cooley Springs-Fingerville Elementary celebrated another successful year of raising the bar for student achievement. Meeting the unique physical, emotional, social, and academic needs of every child was our primary focus. Students were provided with a highly qualified staff, as well as offered a variety of opportunities to increase academic achievement both during and after school. Our school was recognized once again this year by the South Carolina Education Oversight Committee for closing the achievement gap among students of differing economic, racial, and ethnic groups.

This year's full implementation of the 100 Book Challenge Reading program has encouraged students' daily independent reading at school and at home building success for all students. The program has also promoted a positive attitude toward being successful readers for our reluctant readers. Students were provided related arts instruction in music, art, physical education, media, and technology science.

The PTA has been a driving force supporting our successes. The PTA provided funds to support our instructional program, recognize student performance, honor staff members on several occasions, and to purchase a computerized message system for parent phone contacts. This phone system has been a valuable tool for sending messages to all parents or small groups of parents. We continue to strive to improve parent involvement in our school. We are very appreciative of the commitment of our students, parents, volunteers, business partners, and staff.

Everyone working together makes a difference in our students' success as we continue to strive to provide the best educational opportunities for our children.

Denny Landrum, Principal  
Dana Cooper, School Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	19	46	20
Percent satisfied with learning environment	89.5%	78.3%	75.0%
Percent satisfied with social and physical environment	94.7%	78.3%	78.9%
Percent satisfied with school-home relations	73.7%	71.7%	70.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.